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ABSTRACT

This report of an academic day camp program for disadvantaged inner-city children includes a description of the program as well as an evaluation based on staff recommendations and standardized test scores. The program provides an all-day experience with an individualized approach to improvement in reading and mathematics skills; in the afternoon, there is an opportunity to engage in recreational activities that contributes to social, cultural, and physical development. The objectives were to improve academic skills, enhance self-concept, and develop better attitudes toward school and authority figures. The morning academic program involved the use of the Audio Reading Progress Laboratory and Math Continuous Progress Laboratory with two cassette tape recorders per class of eight to ten pupils. At the conclusion of the morning program, a balanced cold lunch was provided for each youngster. The afternoon phase was devised to extend learning beyond the classroom in activities such as fishing, swimming, and field trips. Three hundred and ninety pupils who just completed the fourth or fifth grade and who were at least one year below grade level in reading or mathematics were selected. The results show that most students increased their scores on California reading, language, and arithmetic tests one half of a grade or more. (Author/JW)

ED045755

Akron, Ohio Title I Program

AKRON PUBLIC SCHOOLS

ADMINISTRATION BUILDING • 70 NORTH BROADWAY • AKRON, OHIO, 44308

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PROGRAM IDENTIFICATION: Academic Day Camp (~~Morning~~)

Daily Schedule:

8:30 - 11:30 Reading and Mathematics Improvement

11:30 - 12:00 Lunch

12:00 - 3:30 Nature study, hiking, swimming, group physical activities, art and crafts work

Duration: ~~Each~~ Monday through Friday for six weeks

General Description:

The Academic Day Program provides an all-day experience which includes: (1) an individualized approach to improvement in reading and mathematics skills, and (2) the opportunity in the afternoon to engage in recreational activities that contribute to their social, cultural, and physical development.

2. PROGRAM OBJECTIVES:

1. Improvement of academic skills particularly in reading and mathematics.

2. The enhancement of self-concept for each pupil because of the feeling of success brought about by the individualization of instruction.

3. The development of physical skills which make for healthier bodies and wiser use of leisure time.

4. The improvement of social skills as children react with each other and discover the need to get along with those who may be different from themselves.

5. The improvement of attitudes toward school and authority figures as pupils work with adults under less confining situations than the academic setting usually provides.

3. PROGRAM DESIGN:

The morning or academic portion of the program involved the use of the Audio Reading Progress Laboratory and Math Continuous Progress Laboratory

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PROGRAM DESIGN (continued)

with two cassette recorders per class of 8 to 10 pupils. The CPL lessons enabled pupils to proceed independently so that the teacher was free to circulate from one pupil to another to give help when it was needed. These laboratory materials were supplemented by the use of the Merrill Linguistic Readers, SRA Reading Labs, mathematics workbooks, etc. Teachers were encouraged to use their own initiative in utilizing all materials. One teacher organized three "stations": (1) the Audio Reading Progress Lab, (2) Listen and Think using the listening center, and (3) SRA. Each small group of pupils (3 or 4) participated in all three reading activities during the reading block of time by moving from one station to another. Some teachers employed poetry and dramatization to increase interest and improve reading skills. Others noted a need for concentrated help in English usage and instituted a team teaching arrangement in order to provide this necessary help.

At the conclusion of the morning program, a balanced cold lunch was provided for each youngster. Lunch was frequently taken along to be eaten in the parks as the pupils participate in the afternoon activities.

The afternoon phase was devised to extend learning beyond the classroom walls. School busses took the pupils from their schools for these broader experiences. The "Academic Day Camps" provided varied activities as time was spent at instruction in recreational skills and personal enrichment.

Each group was taken to an indoor pool where swimming instruction was given; to a fishing lake just outside of town where the instructor provided the poles and the bait for an afternoon of fishing; or on nature hikes through one of the Metropolitan parks where nature specialists emphasized ecology and local history.

PROGRAM DESIGN: (continued)

Sometimes the schedule took the participants into one of the junior high schools where the art rooms and shops were used for crafts programs that allow children to work with many artistic media.

Field trips were taken to The Cleveland Museum of Natural History, The Railway Museum area, and The Worther Woodcarving Museum. On several other days, the children found themselves on the playfields of the park system where they played either active or quiet games.

The materials and equipment required are those needed for games such as soccer, volleyball, baseball, kickball, checkers, etc.

In addition, fun was provided with medicine balls, large push balls, a parachute, jump ropes, a tug of war rope, horseshoes, frisbees, square dance records and a projector and films for rainy days.

First aid kits were provided at each activity location.

4. PROGRAM STAFFING:

There are 43 teachers who are responsible for the improvement of reading and math skills. Their hours are from 8:00 A.M. - 12:00 Noon. Each teacher works with a group of eight pupils.

There are 43 additional teachers who supervise all afternoon activities plus 13 specialists in swimming, physical education, crafts, etc. These teachers work from 11:30 .M. - 3:30 P.M. Four or five teachers, with their groups, travel together as one bus group on all afternoon activities. The afternoon teachers are generally men with physical education or science backgrounds, but we do try to place at least one female teacher with each bus group.

In addition to these leaders, 13 specialists are assigned to the two pools, the fishing area, the nature trails, at the play fields, in the park, and in the arts and crafts classrooms.

PROGRAM STAFFING (continued)

One Project Manager is responsible for the academic program in the morning; another is responsible for the camping phase in the afternoon. Their hours are from 8:00 A.M. - 1:00 P.M.

Four counselors give invaluable help as they serve as liaison personnel between Project Managers and teachers and as they work with attendance and make home contacts (by telephone and in person). Their hours are 8:00 - 12:00.

Eighteen Library Aides staff the Learning Resource Centers of each inner-city school. They check out equipment and books and offer valuable service to both children and teachers in assisting them to find needed material. Their hours are from 8:00 A.M. - 1:00 P.M.

5. POPULATION SERVED:

390 pupils who have just completed the Fourth or Fifth Grade and who live in one of the inner-city school districts made up the student population of Academic Day Camp.

Public School Students

	Boys	Girls	Total
Grade Five	122	79	201
Grade Six	85	83	168
Total	207	162	369

Non-Public School Pupils

	Boys	Girls	Total
Grade Five	2	4	6
Grade Six	9	6	15
Total	11	10	21
GRAND TOTAL	218	172	390

All who participated in the program were at least one year below grade level in reading and/or mathematics.

6. STAFF PERCEPTIONS OF PROGRAM:

A. Morning Phase

1. Program Duration - The opinion was expressed that more than two subjects could be taught in the three hours of the morning program. Many would like to include work in spelling and grammar.

2. Equipment - The teachers very much liked the cassette recorders.

3. Facilities - No complaints were made regarding facilities except that in one particular case, the teachers found the building to be quite dirty (rooms not swept, etc.)

4. Staffing - All teachers were delighted with the very small groups of eight youngsters. They seemed to be appreciative of the help of counselors and program manager. They also were very pleased to have the Learning Resource Centers open.

5. Materials - More teachers liked the Math Continuous Progress Laboratory than the Audio Reading Progress Laboratory although there was quite a difference of opinion as the attached compilation shows. The main objection to the reading lab materials was that the level three appeared to them to be too easy for their pupils.

6. Timing - Academic Day Camp teachers found that it was difficult to get all pupils to arrive at school as early as the 8:30 time scheduled for these classes to begin. More than one suggested that the classes for all programs begin at the same time. Other classes begin at 9:00 A.M.

7. Effects of the Program Upon Children - The statements of two teachers seem to sum up the opinions of many regarding the value of the program to children.

"I believe that Academic Day Camp is an excellent program which fills the needs of the children both academically and socially."

ESEA TITLE I SUMMER PROGRAMS

ACADEMIC DAY CAMP

MATERIALS AND EQUIPMENT EVALUATION FORM

Compilation of Responses

Audio Reading Progress Laboratory -

Excellent	6
Very Good	13
Good	10
Fair	11
Poor	___

Level Three - Too hard ___

Too easy 26

Satisfactory level of difficulty 10

Recommendations for purchase for next year -

1 lab per class (Level Four)

1 lab per class (Level Five)

Math Continuous Progress Laboratory -

Excellent	11
Very Good	16
Good	7
Fair	4
Poor	1

STAFF PERCEPTIONS OF PROGRAM (continued)

"The number of students (8) in each class made it possible to work with children individually - yet have group interaction and reaction."

A third teacher said, "This is an excellent learning program! The children received the individual help and attention they so desperately need!! They learned that they can be successful in many areas if they have the desire and willingness to try!"

B. Afternoon Phase

1. Some suggested one or two additional field trips to such places as The Cleveland Zoo or a baseball game - problems involved here are conflicts with morning time and number of work hours.

2. In general, the equipment and materials were good, but several teachers suggested more tabletop games and box games be supplied. One teacher suggested that we make up some games as hopscotch and shuffleboard on rubber mats.

3. In general, the facilities we used are good. There is need for us to make an effort to get the fishing lake opened to our groups earlier. However, efforts in this direction thus far have not met with much success.

There were always more requests for swimming and fishing than could be handled. Again, if we could intrude on morning time, we might be able to get more use from Goodyear pool. Several of our people would hope that we might utilize the new Kent Jr. High pool when it is built.

The pool at Lincoln was dirty this year, several complained about it. The instructors found it very hard to give instruction at Lincoln because of the lack of acoustical treatment. Voice projection nearly impossible and for the past three years, it has been suggested that acoustic treatment be given this room. Again, this plea is made.

4. Our staff had many new faces this year and because of this, it was hard for many to realize the objectives of the program even after hearing them spelled out at orientation. For such a program as this, it is very desirable for people to work with it at least three or four years. It would be desirable to employ more elementary oriented men, and it would be best to use all elementary women, but most applicants are oriented to secondary P.E.

5. There are no major problems with timing, but it would be helpful if we could cut into the morning program one or two more times for all day field trips.

6. All indications are that the program serves a need for the participants and gives them social, cultural and physical experiences they would not otherwise acquire.

7. RECOMMENDATIONS:

A. Morning Phase

1. Have all classes begin at the same time to eliminate noise and confusion in the halls.

2. Have a committee of teachers who have been in the Academic Day Camp program meet to review and select new materials.

3. The new materials selected should include work in grammar and spelling.

4. The regular classroom teacher should be asked to prepare a simple profile chart for each child who is chosen for Academic Day Camp so that the summer school teacher can immediately identify areas of weakness for each pupil

5. One Level Four and one Level Five Audio Reading Progress Lab should be purchased for each classroom when new material is ordered.

RECOMMENDATIONS (continued)

B. Afternoon Phase

1. The program should be continued. It meets many needs of the youngsters. It takes children from their environment and into settings where they have had little experience and helps promote their awareness of social groups.

2. The program could be improved by a broader schedule which probably would mean cutting into the morning activities to some degree. Due to the A.E.A. contract, we had a great number of new people working this year, and if we can avoid this by using good experienced people for four or five years, it would be a definite advantage.

It was recommended that the groups be made a little larger so that we could have about twelve pupils per leader and use the others as specialists; i.e., a square dance teacher, a story teller, a song leader, etc.

If the program could be planned and discussed in January or February, it possibly could be a more varied program.

8. OBJECTIVE DATA:

TABLE I

California Total Reading Achievement Pre and Post Tests Scores Expressed in Grade Equivalencies

Student	Pre Test	Post Test	Difference +	Difference -
1	4.6	5.6	1.0	
2	3.7	4.1	.4	
3	5.3	4.9		.4
4	4.2	3.5		.7
5	4.2	4.5	.3	
6	4.0	3.3		.7
7	4.6	5.1	.5	
8	5.4	5.1		.3
9	2.6	4.2	1.6	
10	4.7	5.7	1.0	
11	4.6	4.3		.3
12	5.3	5.4	.1	
13	3.5	3.4		.1
14	4.7	4.3		.4
15	3.9	5.3	1.4	
16	4.1	3.9		.2
17	4.4	5.0	.6	
18	4.0	4.2	.2	
19	4.7	4.7		0
20	3.9	3.7		.2
21	4.1	4.5	.4	
22	5.5	5.7	.2	
23	4.9	4.8		.1
24	4.5	4.4		.1
25	5.0	4.8		.2
26	5.8	6.3	.5	
27	6.3	6.5	.2	
28	5.0	5.8	.8	
29	5.8	6.8	1.0	
30	4.3	5.8	1.5	
31	5.2	6.7	1.5	
32	3.3	4.6	1.3	
33	2.4	5.0	2.6	
34	6.8	6.5		.3
35	4.6	6.2	1.6	
36	5.4	5.5	.1	
37	4.9	5.2	.3	
38	4.3	4.5	.2	
39	5.2	6.0	.8	
40	2.6	3.6	1.0	

OBJECTIVE DATA (continued)

Table I (continued)

Student	Pre Test	Post Test	Difference +	Difference -
41	5.3	4.6		.7
42	4.9	5.5	.6	
43	5.3	5.2		.1
44	5.4	5.9	.5	
45	4.8	5.4	.6	
46	5.0	5.4	.4	
47	5.8	5.2		.6
48	5.7	5.6		.1
49	4.1	5.4	1.3	
50	3.9	4.5	.6	

OBJECTIVE DATA (continued)

TABLE II

California Total Language Achievement Pre and Post Tests Scores Expressed in Grade Equivalencies

Student	Pre Test	Post Test	Difference +	Difference -
1	5.0	4.8		.2
2	5.4	4.8		.6
3	5.0	5.6	.6	
4	5.0	5.3	.3	
5	4.7	5.5	.8	
6	6.1	6.5	.4	
7	5.6	6.3	.7	
8	6.1	6.2	.1	
9	4.3	4.4	.1	
10	5.4	5.6	.2	
11	4.7	5.0	.3	
12	4.3	5.0	.7	
13	4.8	4.8		0
14	5.3	5.6	.3	
15	4.8	4.7		.1
16	3.5	4.1	.6	
17	5.3	5.0		.3
18	5.8	5.6		.2
19	5.6	5.6		0
20	3.1	3.5	.4	
21	4.5	5.0	.5	
22	5.0	4.9		.1
23	3.8	4.2	.4	
24	5.3	4.7		.6
25	5.3	5.0		.3
26	4.2	4.4	.2	
27	4.7	4.7		0
28	5.7	6.1	.4	
29	4.3	5.0	.7	
30	4.0	3.4		.6
31	4.2	4.8	.6	
32	5.0	5.9	.9	
33	4.1	5.0	.9	
34	5.7	6.1	.4	
35	4.7	5.7	1.0	
36	5.0	5.9	.9	
37	5.9	6.8	.9	
38	4.8	5.2	.4	
39	5.7	5.7		0
40	4.4	5.2	.8	
41	6.4	6.6	.2	
42	6.0	5.5		.5
43	5.0	5.4	.4	
44	3.6	4.0	.4	

OBJECTIVE DATA (continued)

TABLE III

California Total Arithmetic Achievement Pre and Post Tests Scores Expressed in Grade Equivalencies

Student	Pre Test	Post Test	Difference +	Difference -
1	6.0	5.8		.2
2	5.0	5.6	.6	
3	5.3	5.8	.5	
4	4.3	4.6	.3	
5	5.8	6.3	.5	
6	5.9	6.3	.4	
7	5.0	5.3	.3	
8	4.4	4.7	.3	
9	5.2	4.9		.3
10	5.8	5.4		.4
11	5.3	5.0		.3
12	4.5	4.7	.2	
13	5.8	6.4	.6	
14	5.6	5.4		.2
15	6.8	7.5	.7	
16	6.2	6.1		.1
17	6.7	8.0	1.3	
18	5.7	7.3	1.6	
19	6.3	6.4	.1	
20	6.0	7.8	1.8	
21	6.3	5.9		.4
22	5.8	5.5		.3
23	4.9	4.8		.1
24	5.4	5.2		.2
25	5.4	5.8	.4	
26	4.3	4.3		0
27	6.3	6.0		.3
28	5.2	5.5	.3	
29	5.2	5.0		.2
30	4.5	5.2	.7	
31	5.2	5.4	.2	
32	6.0	6.1	.1	
33	5.7	5.5		.2
34	5.9	5.6		.3
35	6.4	6.2		.2
36	4.5	4.9	.4	
37	5.6	5.0	.6	
38	5.6	5.9	.3	
39	5.0	5.6	.6	
40	5.2	5.3	.1	
41	5.7	6.1	.4	
42	5.2	5.7	.5	
43	5.8	6.1	.3	
44	7.1	7.2	.1	
45	5.9	6.0	.1	
46	5.7	5.9	.2	
47	6.8	7.0	.2	
48	5.8	5.8		0
49	5.8	5.7		.1
50	6.7	6.2		.5

OBJECTIVE DATA (continued)

TABLE IV

Staff Questionnaire - Morning Phase

	E	G	F	P
1. Satisfactory Schedule	17	22	1	0
2. Material quantity	13	20	6	1
3. Material quality	11	21	9	0
4. Equipment quantity	18	20	3	1
5. Equipment quality	17	21	2	0
6. Overall pupil value of program	16	25	1	0
7. Program organization	15	26	1	0
8. Value of field trips	21	15	2	2
9. Inservice value	9	17	9	3
10. Clarity of objectives	15	22	3	1
11. Achievement of objectives	12	25	2	0

TABLE V

Staff Questionnaire - Afternoon Phase

	E	G	F	P
1. Satisfactory Schedule	17	34	3	0
2. Material quantity	22	25	2	0
3. Material quality	22	26	2	0
4. Equipment quantity	21	26	3	0
5. Equipment quality	21	27	1	0
6. Overall pupil value of program	37	17	0	0
7. Program organization	31	20	0	0
8. Value of field trips	19	17	6	0
9. Inservice value	33	17	1	0
10. Clarity of objectives	37	13	4	0
11. Achievement of objectives	28	20	4	0

TABLE VI

Parents' Questionnaire

	Very Much	A Little	No
1. Was program helpful to child?	41	1	0
2. Did your child gain from program?	36	6	0

	Yes	No
3. Would you enroll child again?	42	0

9. SUMMARY AND RECOMMENDATIONS:

Academic Day Camp offers its participants a two-phased program; the morning devoted to the acquisition of fundamental reading and arithmetic skills and the afternoon to broadening experiences and adoptive group behaviors.

The major recommendation is that the program should be continued. There appears to be a press for time in the afternoon phase to get some of the field trips scheduled. On the other hand, some teachers felt that the morning sessions were too long for just two subject areas. Perhaps a slight schedule modification should be investigated. Also, the early morning starting time seems to be difficult for some of the children to make.